

U.S. Department of Education
2009 No Child Left Behind - Blue Ribbon Schools Program

Type of School: (Check all that apply) ☒ Elementary ☐ Middle ☐ High ☐ K-12 ☐ Other
☐ Charter ☐ Title I ☐ Magnet ☐ Choice

Name of Principal: Mr. Michael Davis

Official School Name: Plank Road South School

School Mailing Address:
715 Plank Road
Webster, NY 14580-2264

County: Monroe State School Code Number*: 261901060011

Telephone: (585) 671-3190 Fax: (585) 671-4574

Web site/URL: websterschools.org E-mail: Michael_Davis@websterschools.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent*: Mrs. Adele Bovard

District Name: Webster CSD Tel: (585) 265-6500

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Mrs. Laura Harder

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Private Schools: If the information requested is not applicable, write N/A in the space.*

Original signed cover sheet only should be mailed by expedited mail or a courier mail service (such as USPS Express Mail, FedEx or UPS) to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2008-2009 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years, 2004, 2005, 2006, 2007, or 2008.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:
- | | |
|-----------|---------------------|
| 7 | Elementary schools |
| 2 | Middle schools |
| | Junior high schools |
| 2 | High schools |
| | Other |
| 11 | TOTAL |
2. District Per Pupil Expenditure: 8867

Average State Per Pupil Expenditure: 17330

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- ☐ Urban or large central city
☐ Suburban school with characteristics typical of an urban area
☒ Suburban
☐ Small city or town in a rural area
☐ Rural

4. 1 Number of years the principal has been in her/his position at this school.
- 20 If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK			0	7			0
K	47	26	73	8			0
1	42	35	77	9			0
2	34	32	66	10			0
3	49	55	104	11			0
4	42	39	81	12			0
5	45	47	92	Other			0
6			0				
TOTAL STUDENTS IN THE APPLYING SCHOOL							493

6. Racial/ethnic composition of the school:
- | |
|--|
| <u>1</u> % American Indian or Alaska Native |
| <u>5</u> % Asian |
| <u>2</u> % Black or African American |
| <u>3</u> % Hispanic or Latino |
| <u>0</u> % Native Hawaiian or Other Pacific Islander |
| <u>88</u> % White |
| <u>1</u> % Two or more races |
| <u>100</u> % Total |

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 3 %

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	5
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	10
(3)	Total of all transferred students [sum of rows (1) and (2)].	15
(4)	Total number of students in the school as of October 1.	503
(5)	Total transferred students in row (3) divided by total students in row (4).	0.030
(6)	Amount in row (5) multiplied by 100.	2.982

8. Limited English proficient students in the school: 2 %

Total number limited English proficient 11

Number of languages represented: 6

Specify languages:

Turkish, Russian, Spanish, Macedonian, Ukranian, Kannada

9. Students eligible for free/reduced-priced meals: 7 %

Total number students who qualify: 35

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 7 %

Total Number of Students Served: 33

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>3</u> Autism	<u>2</u> Orthopedic Impairment
<u>0</u> Deafness	<u>9</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>2</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>13</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>1</u> Visual Impairment Including Blindness
<u>2</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>21</u>	<u>4</u>
Special resource teachers/specialists	<u>3</u>	<u>3</u>
Paraprofessionals	<u>3</u>	<u>0</u>
Support staff	<u>6</u>	<u>0</u>
Total number	<u>35</u>	<u>7</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 21 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Daily student attendance	97%	97%	98%	96%	95%
Daily teacher attendance	96%	95%	97%	97%	95%
Teacher turnover rate	8%	7%	7%	6%	8%

Please provide all explanations below.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2008 are doing as of the Fall 2008.

Graduating class size	<u>0</u>	
Enrolled in a 4-year college or university	<u>0</u>	%
Enrolled in a community college	<u>0</u>	%
Enrolled in vocational training	<u>0</u>	%
Found employment	<u>0</u>	%
Military service	<u>0</u>	%
Other (travel, staying home, etc.)	<u>0</u>	%
Unknown	<u>0</u>	%
Total	<u>100</u>	%

PART III - SUMMARY

Plank Road South School is located in Webster, New York outside the city of Rochester. It is one of 7 elementary buildings in the district that services approximately 9,000 students. Plank South School is currently a K-5 building that educates about 500 students. The mission of the school is that we will provide an environment that is stimulating, caring and respectful. Students will be encouraged to become lifelong learners possessing a positive self image that will enable them to reach their full potential.

Our curriculum is based on New York State standards. We have very high expectations for our students and provide supports if necessary to help them meet these expectations and standards. We also have an enrichment specialist who works with our classroom teachers to provide enrichment and challenge in the curriculum for those students who may need to be extended in their learning. Our school focuses not only on academics but on the other talents our students may have as well. Our strong music program, both instrumental and vocal, along with our art and physical education programs and classes help to develop the whole child. There are also other opportunities for our students to participate in Parent Teacher Student Association sponsored clubs, such as Foreign Language and Chess Club.

Our Parent Teacher Student Association is a very involved group and works to help support programs and activities that impact the classroom or the school. They work with our teachers to provide guest speakers to address grade level curriculum and to bring musical and arts performers to do assembly programs for the school. One of our traditions in which the Parent Teacher Student Association assists us in is our annual Science Fair. This year marks the 30th time our students have been invited to create a science project using the scientific method. Over 200 entries are in the fair and students are judged on how well they know the project and how they followed the scientific method.

Through the use of Lead Teachers in the four content areas along with a student services Lead Teacher, we are able to continually work with our teachers to develop the curriculum. Lead Teachers work with others in their content area to update and revise the curriculum. These changes are then shared with classroom teachers through their Professional Learning Communities. Through the use of Professional Learning Communities our teachers meet weekly with their grade level team and discuss student data and curriculum. They develop common formative assessments then compare their results. It is this sharing of data that assists teachers with the needed changes in order to help our students succeed. It is this continued effort to improve instruction that makes Plank South a strong academic school.

With both our Teacher Advisory Committee and Teacher Association Representative meetings we are able to continue to get support and advise from our teachers. Through these groups, teachers have a vested interest in the development of the building budget and schedule. In this way the entire staff focuses on the building as a whole instead of looking at their one section. This collaborative effort has helped us to find efficiencies while still giving our students excellent instruction.

The community at large is very supportive of education and our parents value education for their children. They work with the school as part of the team to ensure students are challenged and successful. This partnership has proven to work well as our students perform well on New York State assessments and demonstrate great success at the middle school level.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:**

The New York State assessments were first administered in January of 1999. At that time only fourth grade students took part for both English Language Arts and Mathematics. Since the 2005-2006 school year, both assessments have been administered in grades 3-8. Information regarding the assessment can be located at www.emsc.nysed.gov/osa/.

When the assessments were first administered in 1999, 77% of our students met the minimum benchmark in English Language Arts while 88% met the benchmark in Mathematics. Since that time, we have continued to strive toward the goal of all students meeting the state benchmark. The teacher here take pride in helping every student be successful which is evident for our continued improvement on our state assessments.

In the area of mathematics, our students have traditional performed very well. After an in depth analysis of the 2005-2006 Mathematics assessment, it was found that although our students performed well, there were some mathematical strands that our students struggled with. With this information, we were able to look at our curriculum and find gaps in instruction. By adding two investigations units to our curriculum, we were able to better instruct our students in all of the mathematics strands. Since that time we have been able to assist over 95% of our third through fifth grade students in reaching the state proficiency level in mathematics. To ensure that all of our students are making significant gains, we have begun using the AIMS Web assessments in mathematics three times a year. With this assessment we are able to find the strengths and weaknesses in our instruction and in our students understanding of the concepts. With this information we are able to respond to the needs of our students both when they need remediation or enhancement of instruction.

When looking at our English Language Arts assessment scores we have continued to make improvements. This has been a result of our teachers focusing their attention on the five pillars of reading and implementing the guided reading approach to their instruction. Through the use of the Developmental Reading Assessment 2 and AIMS Web assessments, we are able to find both the strengths and the weaknesses in our students and better instruct at their level. With this knowledge, we are able to focus extra attention on our student's areas of weakness so to improve their overall reading ability and comprehension. Through this approach we have increased our capacity to teach at the Tier I level and improve our ability to respond to the needs or our students who are struggling.

When looking at both English Language Arts and Mathematics, we have taken on a team approach to instruction. By developing a schedule that allows all classes at a grade level to teach the same subject while not overlapping another grade level, we have been able to utilize our classroom, special education, enrichment, mathematics specialists and reading teachers all at one time to give all students the instruction that they need.

2. **Using Assessment Results:**

When looking at assessment data to improve student and school performance we begin by using AIMS Web data. All students in grade kindergarten through 5th grade are assessed in both reading and math using AIMS Web three times per year.

Following each assessment, grade level meetings take place involving classroom teachers, reading and math specialists, special education and enrichment teachers and administration. The objective of this meeting is to

use the data to guide our decisions and instruction. We are able to take a grade level view of where we need to make improvements in our instruction and how we will help all students be successful.

Through the use of Data Mentor we are able to analyze our state assessments and see how we compare to the rest of our county in each standard. With the use of Cognos we are then able to analyze each question of the state assessment and see how many of our students performed well or poorly on that question. With this information we can determine how many of our students are successful with each of the standards assessed. The next step in the process is to compare the results to the curriculum to look for gaps or repetitions or instruction. Only through continued efforts to break down the data are we able to make improvements in our curriculum and instruction that will result in our students being successful.

Through our grade level Professional Learning Communities which meet weekly, teachers are able to have further dialog around assessments and instruction. At these meetings teachers focus on students and how to differentiate their lessons.

3. Communicating Assessment Results:

The first step in sharing assessment data with students and parents comes at the beginning of the school year. During the month of September, a Curriculum night is held where information is shared with the parents. At this time the parents meet with administration and the timeline of assessments and the reason for the assessments are discussed. From there, parents go to the classrooms where the grade level curriculum and expectations are explained.

Our method for sharing assessment information with students is similar to that of the teachers. After students finish the one on one AIMS Web assessments, the examiner explains how the student performed in comparison to the last assessment. Later, the classroom teachers discuss with the student the improvements that were made over the four month period and what to focus on in order to continue to improve. Through this process the student understands where he or she is and what they need to do to reach their goal by the end of the school year. Students who are in need of interventions work with a reading or math specialist along with the classroom teacher to reach their goal. In this process, students are monitored every two weeks and both student and parent are updated as to the progress.

In regards to the state assessments, both students and parents are informed of the results as soon as the information comes available. Hard copies of the results are sent home with an explanation of what the information means. Through parent conferences, teachers go into further detail to explain where each child is in regards to state and district standards. Service providers along with the classroom teacher discuss strategies that have been used and the successes that have been made.

4. Sharing Success:

One method that has been used to share the successes of our building has been through the principal. At district Elementary Instructional Committee meetings, many of the approaches that are used in our building are shared with other principals. As an administrative Professional Learning Community, best practices are shared and assessment results are discussed. In this way each building has an opportunity to learn from each other and duplicate the successes of other buildings. Successes are then shared at the county level through the County Elementary Principals meetings. Here information is shared with surrounding school districts. In this way we can get different perspectives on how each district is trying to meet the challenge of instructing all students to a higher standard.

Next, information is shared through the building assistant principals. With much of their focus on curriculum, they are able to discuss in depth what each building is doing to meet the needs of all students at the different tiers of intervention. Through their discussions, information on best practices is brought back to the building and shared with the staff.

Finally, information is shared through the building Lead Teacher. Each building has a lead teacher for each of the core areas along with academic intervention. It is the responsibility of these people while working with the department supervisor, to continue to develop our guaranteed viable curriculum. It is this curriculum that is shared with all building so we may all replicate the successes.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Plank South's curriculum includes English Language Arts, Mathematics, Science and Health, Social Studies, Music, Art and Physical Education. All of our curriculum maps are based on New York standards. All students K-5 have instruction provided to them in the core academic areas, while our 1-5 graders are also provided instruction in music, art and physical education.

The English Language Arts curriculum is based upon reading, writing, listening and speaking for information and understanding, critical analysis and evaluation and for literary response and expression. Students receive their reading instruction in small guided reading groups based upon ability and interest when appropriate. Teachers focus on fluency and comprehension when working with them in these small groups. Writing skills are addressed through our writing curriculum which is mapped out for teachers per marking period. Focus correction areas and skills are broken down by grade levels and marking periods. Two times a year students are given a common writing prompt so that teachers may assess their writing development.

Science and Social Studies lessons are sometimes integrated into the students' English Language Arts time so books and non fiction literature can be used to deliver the content. Specific skills in these areas are worked into the curriculum to be age appropriate and spiral in such a way so that the students can utilize the skills they need to understand higher level concepts. Social Studies curriculum for K-5 focus on self, families, community, world communities, NYS, explorers, Native Americans, United States, Canada and Latin America. Science focuses on physical sciences and the living environment. Students are assessed through state testing in science at grade 4 and in social studies at grade 5.

Physical Education for our students is based upon 3 standards. They are health and fitness, management of resources and a safe and healthy environment. Our music curriculum focuses on pitch and melody, beat and rhythm, expressive qualities in music, form in music, how music sounds, notation in music and music vocabulary. These special areas also integrate information into their program from the students' grade level curriculum in English Language Arts, Math, Science and Social Studies so students can see the connection between what they are learning throughout their school day.

Students also receive instruction in the library to supplement the English Language Arts instruction. They have a curriculum that provides instruction on research skills, genres in literature and skills needed to efficiently use a library. Our school media specialist also uses technology to deliver her instruction.

Instruction for all curricular areas is delivered in the method best to meet the needs of the students. Sometimes this is whole group or it may be small group. Literary resources are used when available and appropriate so students can see how reading helps us to gain meaning in all we learn. Technology is another tool we have available to enhance our instructional program. Teachers have access to computers, palm pilots, video I-pods, SMARTBOARDS, and classroom response systems to help deliver instruction to their classes.

2a. (Elementary Schools) Reading:

Our school's reading curriculum is based upon the New York State standards and consists of a balanced literacy program. Teachers utilize resources such as basal texts, leveled books, non-fiction materials such as magazines, newspapers, etc. to capture student interests and to expose them to a wide variety of genres. Our primary teachers focus on phonics and phonemic awareness using the Total Reading program. We chose this program as we had not had a formal phonics program for years due to the fact that many teachers were using

whole language to instruct students. Two other schools in our district were using the program with much success. Total Reading incorporates hand motions along with the making of sounds and grammatical rules.

Once students gain skills in these areas teachers work on fluency and decoding in which the students apply the knowledge gained through Total Reading. In our primary classrooms you will also find a print rich environment so students can be surrounded with words. Each grade level also has a list of sight words that students need to know.

Comprehension skills are taught beginning in Kindergarten. Students listen to stories and begin to answer the basic W questions such as who, what, where, when and why. They also are taught how to retell their stories answering these questions. As the students move through the grade levels, teachers begin to introduce inferencing and drawing conclusion questions. As a building we did a book study on Strategies That Work by Stephanie Harvey and Anne Goudvis. Our teachers have been incorporating into their lessons the strategies of visualizing, questioning, determining importance, inferring, and synthesizing. Vocabulary building is also another area in which we work upon in all subject areas so students have a common understanding and can begin to make meaning.

2b. (Secondary Schools) English:

This question is for secondary schools only

3. Additional Curriculum Area:

In the area of mathematics, our curriculum at Plank Road South is based upon New York State standards and is broken into two sections, content strands and process strands. In the content strands teachers are to teach numbers sense and operations, statistics and probability, algebra, geometry and measurement. Within each content area our curriculum maps have been broken into pre-March information and post March information. Our New York State assessments for Math are given in March at grades 3-5. With these guidelines teachers are able to plan on how to teach the content areas and how much time should be spent on each of these areas. The curriculum maps contain suggested resources in literature that can enhance students' understandings of these content areas. We currently use the Scott Foresman Addison Wesley 2007 edition and in the areas of geometry and measurement we have incorporated Investigations materials to get students to use inquiry skills.

Within the content strands teachers are expected to address the following process strands: problem solving, reasoning and proof, communication, connections, and representation in all the units and throughout the year. These process skills are taught at every grade level K-5 in developmentally appropriate ways.

Our curriculum maps also focus on essential ideas for each of the content areas along with the specific process skills, and vocabulary. Suggested assessments are provided to teachers so they can see what level of competence the students should achieve.

4. Instructional Methods:

The first step in differentiating instruction is the assessment of students to find where they currently are. Through the use of the Developmental Reading Assessment 2 and AIMs Web for English Language Arts and Mathematics, we have been able to get an idea of where each of our students are. Along with these assessments, classroom teachers in each grade level have developed common formative assessments that help them compare students and find strengths and weaknesses in the curriculum and instruction.

Next, by developing a schedule that allows all teachers in a grade level to teach English Language Arts and Mathematics in an uninterrupted block of time that differs from other grade levels, we are able to better utilize all of our support staff. In this way, during an English Language Arts block not only do students have their classroom teacher instructing them but they are also instructed by the reading specialists, special education teacher and the enrichment teacher. Through this co teaching approach, all students are able to work at their level and make improvements.

Through the use of guided reading, teachers are able to work with students at their reading level and give them the skills that they need to improve their reading and comprehension. While students are in a guided reading lesson with the teacher, centers are developed that enrich and enhance the instruction. Centers are carefully designed in ways that differentiates to the need of the student. Both guided reading and centers along with whole group instruction are planned with the five pillars of reading in mind.

A similar approach is used in mathematics using the math specialists.

5. Professional Development:

Professional development is a cyclical process. It begins at the end of the school year with Lead Teachers and Administration breaking down assessment data and looking for gaps in instruction. From here the building goals for the next school year are developed. It is the building goals that determine the professional development for the school year. From the building goals, teachers work in their Professional Learning Community to develop their grade level and personal goals. This goal setting process drives the professional development.

This school year the building goals focused around students making a minimum of one year's growth in reading demonstrated through the use of multiple measures. To begin this task, teachers were trained on the use of AIMS Web for retrieving data. This data gave them information about the success of their students and where some weaknesses in instruction may lie. Through the use of Data Days after the benchmarking probes, teachers were able to take an in depth look at the grade level data along with individual student data to make decisions on instruction. This information was also sheared at the grade level Professional Learning Community meetings where the curriculum could be further investigated.

In order to continue to make strides in the area of reading, half the teachers at each grade level attended a guided reading workshop. This conference gave them more knowledge and tools in the area of literacy to share with their colleagues.

During superintendent's day, teachers receive professional development in the area of developing common assessments. It is through these common assessments that teachers are able to see the benefits of their instruction and see where gaps may be occurring. Through the analysis of these assessments, teachers are able to discuss the strategies they are using in the classroom and look for assistance from their colleagues.

6. School Leadership:

The leadership structure of the school consists of a principal and an assistant principal along with our lead teachers, teacher advisory committee and our teacher association representatives. Our lead teachers consist of a teacher for each of the four content areas along with one for support services. This group of teachers meets twice a month with the principal and assistant principal to discuss curriculum issues and the curricular needs of the building. It is the responsibility of this group and administration to develop the goals of the building and assure that we are moving forward with our professional development. By continuing to look at the data, we are able to make decisions that benefit all students and staff.

The teacher advisory committee meets once a month with the building administrators and assists with the budgeting, scheduling and our response to intervention initiatives. This group consists of a representative from each grade level, special area and student services. With a focus on the resources of the building and how to use them to the best of our ability, we are able to make the needed adjustments without negatively impacting our students.

Like the teacher advisory committee , the teacher association representatives meet once a month with administration. The focus of this group is on the policies of the building. Together we work to make sure that everyone understands what the expectations of the building are and that we work together for the benefit of our school, students and community.

Through the work of each of these groups, we are able to develop our goals, properly use our resources and ensure that everyone understands the expectations for success that the building strives for. It is only through this collaborative effort that we can guarantee the success of all of our students.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: NY State Mathematics Assessment

Edition/Publication Year: new each year

Publisher: McGraw Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar		
SCHOOL SCORES					
Level 3 and Level 4	95	95	95		
Level 4	38	34	46		
Number of students tested	79	83	99		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Level 3 and Level 4					
Level 4					
Number of students tested	6	6	1		
2. Racial/Ethnic Group (specify subgroup): Asian					
Level 3 and Level 4					
Level 4					
Number of students tested	5	9	5		
3. (specify subgroup): African American					
Level 3 and Level 4					
Level 4					
Number of students tested	2	1	1		
4. (specify subgroup): Hispanic					
Level 3 and Level 4					
Level 4					
Number of students tested	2	2	1		

Notes:

The NY State Mathematics Assessment was not given until the 05-06 school year. No information is available for the 03-04 and 04-05 school years.

Subject: Reading

Grade: 3 Test: NY State ELA Assessment

Edition/Publication Year: new each year

Publisher: McGraw Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Jan	Jan	Jan		
SCHOOL SCORES					
Level 3 and Level 4	83	85	87		
Level 4	26	21	20		
Number of students tested	78	82	97		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Level 3 and Level 4					
Level 4					
Number of students tested	6	6	1		
2. Racial/Ethnic Group (specify subgroup): Asian					
Level 3 and Level 4					
Level 4					
Number of students tested	4	9	5		
3. (specify subgroup): African American					
Level 3 and Level 4					
Level 4					
Number of students tested	1	1	1		
4. (specify subgroup): Hispanic					
Level 3 and Level 4					
Level 4					
Number of students tested	2	2	1		

Notes:

The New York State ELA Assessment was not given to students in New York until the 2005-2006 school year.

Subject: Mathematics

Grade: 4 Test: NY State Mathematics Assessment

Edition/Publication Year: new each year Publisher: McGraw Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Level 3 and Level 4	95	98	95	98	98
Level 4	55	49	49	54	48
Number of students tested	86	101	81	82	120
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Level 3 and Level 4	90				
Level 4	10				
Number of students tested	10	1	6	3	4
2. Racial/Ethnic Group (specify subgroup): Asian					
Level 3 and Level 4					
Level 4					
Number of students tested	8	6	4	1	2
3. (specify subgroup): African American					
Level 3 and Level 4					
Level 4					
Number of students tested	1	1	3	1	1
4. (specify subgroup): Hispanic					
Level 3 and Level 4					
Level 4					
Number of students tested	4	1	0	2	1

Notes:

Subject: Reading

Grade: 4 Test: NYS ELA Assessment

Edition/Publication Year: new each year Publisher: McGraw Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Jan	Jan	Jan	Jan	Jan
SCHOOL SCORES					
Level 3 and Level 4	91	95	84	84	83
Level 4	15	19	19	31	17
Number of students tested	87	101	81	81	117
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Level 3 and Level 4	90				
Level 4	0				
Number of students tested	10	1	6	3	4
2. Racial/Ethnic Group (specify subgroup): Asian					
Level 3 and Level 4					
Level 4					
Number of students tested	8	6	4	1	2
3. (specify subgroup): African American					
Level 3 and Level 4					
Level 4					
Number of students tested	4	1	3	1	1
4. (specify subgroup): Hispanic					
Level 3 and Level 4					
Level 4					
Number of students tested	1	1	0	2	1

Notes:

Subject: Mathematics

Grade: 5 Test: NY State Mathematics Assessment

Edition/Publication Year: new Each Year

Publisher: McGraw Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar		
SCHOOL SCORES					
Level 3 and Level 4	99	90	78		
Level 4	52	36	19		
Number of students tested	99	83	86		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Level 3 and Level 4					
Level 4					
Number of students tested	2	5	3		
2. Racial/Ethnic Group (specify subgroup): Asian					
Level 3 and Level 4					
Level 4					
Number of students tested	5	6	1		
3. (specify subgroup): Afican American					
Level 3 and Level 4					
Level 4					
Number of students tested	1	3	1		
4. (specify subgroup): Hispanic					
Level 3 and Level 4					
Level 4					
Number of students tested	1	1	2		

Notes:

The 5th grade Mathematics Assessment was not given in NY State until the 05-06 school year. No information is available for the 03-04 and 04-05 school years.

Subject: Reading

Grade: 5 Test: NYS ELA Assessment

Edition/Publication Year: new each year

Publisher: McGraw Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Jan	Jan	Jan		
SCHOOL SCORES					
Level 3 and Level 4	98	89	76		
Level 4	12	8	14		
Number of students tested	101	83	86		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Level 3 and Level 4					
Level 4					
Number of students tested					
2. Racial/Ethnic Group (specify subgroup): Asian					
Level 3 and Level 4					
Level 4					
Number of students tested	5	6	1		
3. (specify subgroup): African American					
Level 3 and Level 4					
Level 4					
Number of students tested	1	3	1		
4. (specify subgroup): Hispanic					
Level 3 and Level 4					
Level 4					
Number of students tested	1	1	2		

Notes:

The 5th grade ELA Assessment was not given in NY State until the 05-06 school year. No information is available for the 03-04 and 04-05 school years.

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